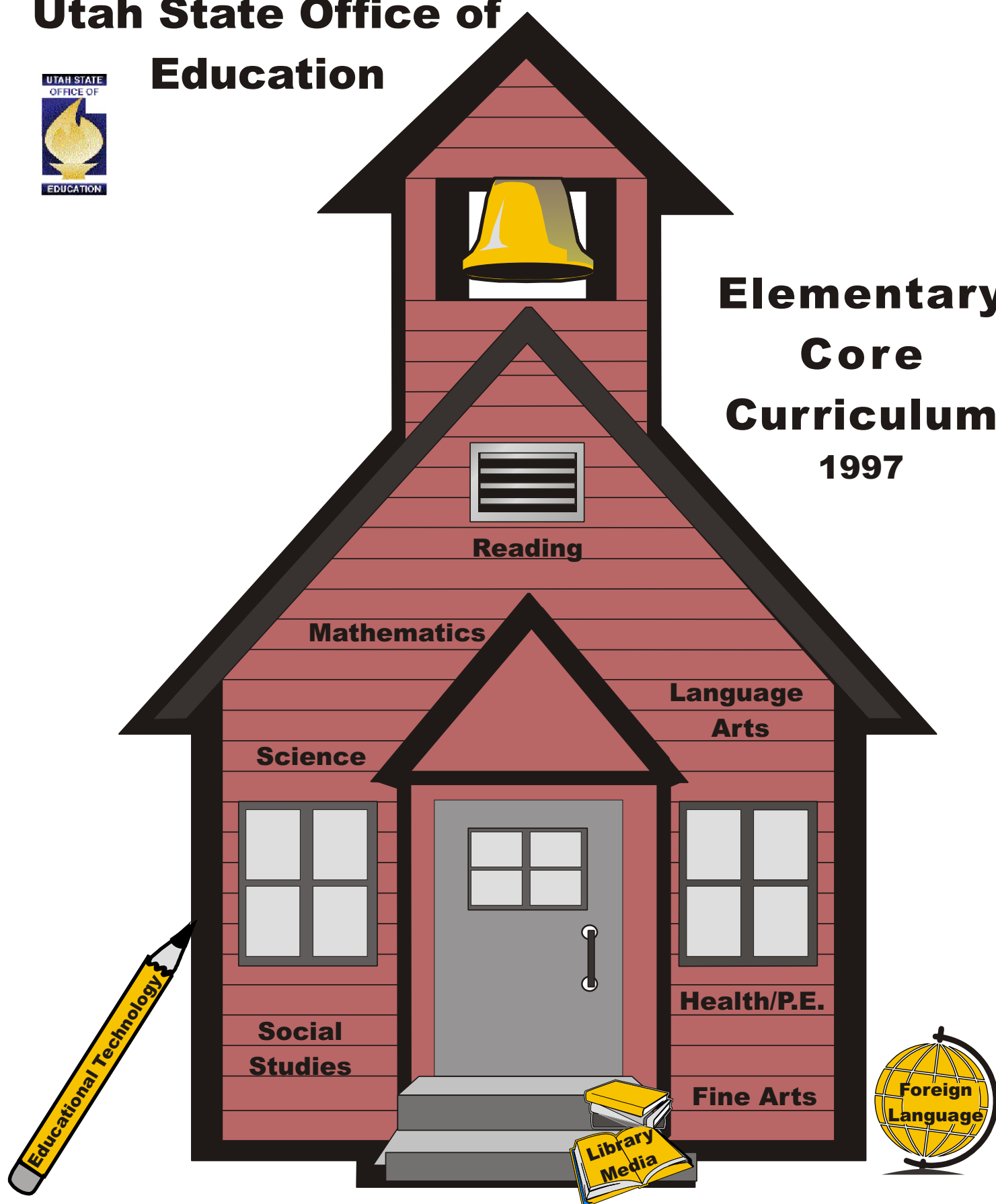


# Utah State Office of Education



## Elementary Core Curriculum 1997



### Responsible Healthy Lifestyles 3-6



## ELEMENTARY CORE CURRICULUM

# **RESPONSIBLE HEALTHY LIFESTYLES 3-6**

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## Table of Contents

Table of Contents .....	v
R277-700 The Elementary and Secondary School Core Curriculum .....	ix

### Health Education

#### Level 3

Course Description/Key .....	3
Core Standards	
Healthy Self .....	5
Substance Abuse Prevention .....	5
Human Development and Relationships .....	5
Disease Prevention and HIV/AIDS Education .....	6
Safety and Injury/Violence Prevention .....	6
Nutrition and Fitness .....	7
Consumer and Community Health .....	7

#### Level 4

Course Description/Key .....	9
Core Standards	
Healthy Self .....	11
Substance Abuse Prevention .....	11
Human Development and Relationships .....	12
Disease Prevention and HIV/AIDS Education .....	13
Safety and Injury/Violence Prevention .....	13
Nutrition and Fitness .....	14
Consumer and Community Health .....	14

#### Level 5

Course Description/Key .....	15
Core Standards	
Healthy Self .....	17
Substance Abuse Prevention .....	17
Human Development and Relationships .....	18
Disease Prevention and HIV/AIDS Education .....	18
Safety and Injury/Violence Prevention .....	19
Nutrition and Fitness .....	19
Consumer and Community Health .....	20

#### Level 6

Course Description/Key .....	21
------------------------------	----

Core Standards	
Healthy Self .....	23
Substance Abuse Prevention .....	23
Human Development and Relationships .....	24
Disease Prevention and HIV/AIDS Education .....	24
Safety and Injury/Violence Prevention .....	25
Nutrition and Fitness .....	25
Consumer and Community Health .....	26

## Physical Education

Level 3	
Course Description .....	29
Core Standards	
Fitness .....	29
Motor Skills .....	30
Social and Emotional .....	31
Knowledge .....	32
Level 4	
Course Description .....	33
Core Standards	
Fitness .....	33
Motor Skills .....	34
Social and Emotional .....	35
Knowledge .....	36
Level 5	
Course Description .....	37
Core Standards	
Fitness .....	37
Motor Skills .....	38
Social and Emotional .....	39
Knowledge .....	40
Level 6	
Course Description .....	41
Core Standards	
Fitness .....	41
Motor Skills .....	41
Social and Emotional .....	42
Knowledge .....	43
Appendix A .....	45



## INTRODUCTION

Action by the Utah State Board of Education in January 1984 established a policy requiring the identification of specific Core Curriculum standards, which must be completed by all students K-12 as a requisite for graduation from Utah's secondary schools. This action was followed by three years of extensive work involving all levels of the education family in the process of identifying, trial testing, and refining these Core Curriculum standards for Utah's schools.

The Core Curriculum represents those standards of learning that are essential for all students. They are the ideas, concepts, and skills that provide a foundation on which subsequent learning may be built.

The Core should be taught with respect for differences in learning styles, learning rates, and individual capabilities without losing sight of the common goals. Although the Core Curriculum standards are intended to occupy a major part of the school program, they are not the total curriculum of a level or course.



**R277. Education, Administration.**

**R277-700. The Elementary and Secondary School Core Curriculum.**

**R277-700-1. Definitions.**

A. "Accredited" means evaluated and approved under the Standards for Accreditation of the Northwest Association of Schools and Colleges or the accreditation standards of the Board, available from the USOE Accreditation Specialist.

B. "Applied technology education (ATE)" means organized educational programs or courses which directly or indirectly prepare students for employment, or for additional preparation leading to employment, in occupations, where entry requirements generally do not require a baccalaureate or advanced degree.

C. "Basic skills course" means a subject which requires mastery of specific functions and was identified as a course to be assessed under Section 53A-1-602.

D. "Board" means the Utah State Board of Education.

E. "Core Curriculum content standard" means a broad statement of what students enrolled in public schools are expected to know and be able to do at specific grade levels or following completion of identified courses.

F. "Core Curriculum criterion-referenced test (CRTs)" means a test to measure performance against a specific standard. The meaning of the scores is not tied to the performance of other students.

G. "Core Curriculum objective" means a more focused description of what students enrolled in public schools are expected to know and do at the completion of instruction.

H. "Demonstrated competence" means subject mastery as determined by school district standards and review. School district review may include such methods and documentation as: tests, interviews, peer evaluations, writing samples, reports or portfolios.

I. "Elementary school" for purposes of this rule means grades K-6 in whatever kind of school the grade levels exist.

J. "High school" for purposes of this rule means grades 9-12 in whatever kind of school the grade levels exist.

K. "Individualized Education Program (IEP)" means a written statement for a student with a disability that is developed, reviewed, and revised in accordance with the Utah Special Education Rules and Part B of the Individuals with Disabilities Education Act (IDEA).

L. "Middle school" for purposes of this rule means grades 7-8 in whatever kind of school the grade levels exist.

M. "Norm-referenced test" means a test where the scores are based on comparisons with a nationally representative group of students in the same grade. The meaning of the scores is tied specifically to student performance relative to the performance of the students in the norm group under very specific testing conditions.

N. "State core Curriculum (Core Curriculum)" means those standards of learning that are essential for all Utah students, as well as the ideas, concepts, and skills that provide a foundation on which subsequent learning may be built, as established by the Board.

O. "USOE" means the Utah State Office of Education.

P. "Utah Basic Skills Competency Test" means a test to be administered to Utah students beginning in the tenth grade to include at a minimum components on English, language arts, reading and mathematics. Utah students shall satisfy the requirements of the Utah Basic Skills Competency Test in addition to school or district graduation requirements prior to receiving a basic high school diploma.

#### **R277-700-2. Authority and Purpose.**

A. This rule is authorized by Article X, Section 3 of the Utah Constitution, which places general control and supervision of the public schools under the Board; Section 53A-1-402(1)(b) and (c) which directs the Board to make rules regarding competency levels, graduation requirements, curriculum, and instruction requirements; Section 53A-1-402.6 which directs the Board to establish a Core Curriculum in consultation with local boards and superintendents and directs local boards to design local programs to help students master the Core Curriculum; and Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities.

B. The purpose of this rule is to specify the minimum Core Curriculum requirements for the public schools, to give directions to local boards and school districts about providing the Core Curriculum for the benefit of students, and to establish responsibility for mastery of Core Curriculum requirements.

#### **R277-700-3. Core Curriculum Standards and Objectives.**

A. The Board establishes minimum course description standards and objectives for each course in the required

general core, which is commonly referred to as the Core Curriculum.

B. Course descriptions for required and elective courses shall be developed cooperatively by school districts and the USOE with opportunity for public and parental participation in the development process.

C. The descriptions shall contain mastery criteria for the courses, and shall stress mastery of the course material and Core objectives and standards rather than completion of predetermined time allotments for courses.

D. Implementation of the Core Curriculum and student assessment procedures are the responsibility of local boards of education consistent with state law.

E. This rule shall apply to students in the 2005-2006 graduating class.

#### **R277-700-4. Elementary Education Requirements.**

A. The Board shall establish a Core Curriculum for elementary schools, grades K-6.

B. Elementary School Education Core Curriculum Content Area Requirements:

- (1) Grades K-2:
  - (a) Reading/Language Arts;
  - (b) Mathematics;
  - (c) Integrated Curriculum.
- (2) Grades 3-6:
  - (a) Reading/Language Arts;
  - (b) Mathematics;
  - (c) Science;
  - (d) Social Studies;
  - (e) Arts:
    - (i) Visual Arts;
    - (ii) Music;
    - (iii) Dance;
    - (iv) Theatre.
  - (f) Health Education;
  - (g) Physical Education;
  - (h) Educational Technology;
  - (i) Library Media.

C. It is the responsibility of the local boards of education to provide access to the Core Curriculum to all students.

D. Student mastery of the general Core Curriculum is the responsibility of local boards of education.

E. Informal assessment should occur on a regular basis to ensure continual student progress.

F- Board-approved CRT's shall be used to assess student mastery of the following:

- (1) reading;
- (2) language arts;
- (3) mathematics;
- (4) science in elementary grades 4-6; and
- (5) effectiveness of written expression.

G. Norm-referenced tests shall be given to all elementary students in grades 3 and 5.

H. Provision for remediation for all elementary students who do not achieve mastery is the responsibility of local boards of education.

#### **R277-700-5. Middle School Education Requirements.**

A. The Board shall establish a Core Curriculum for middle school education.

B. Students in grades 7-8 shall earn a minimum of 12 units of credit to be properly prepared for instruction in grades 9-12.

C. Local boards may require additional units of credit.

D. Grades 7-8 Core Curriculum Requirements and units of credit:

- (1) General Core (10.5 units of credit):
  - (a) Language Arts (2.0 units of credit) ;
  - (b) Mathematics (2.0 units of credit);
  - (c) Science (1.5 units of credit);
  - (d) Social Studies (1.5 units of credit);
  - (e) The Arts (1.0 units of credit):
    - (i) Visual Arts;
    - (ii) Music;
    - (iii) Dance;
    - (iv) Theatre.
  - (f) Physical Education (1.0 units of credit);
  - (g) Health Education (0.5 units of credit);
  - (h) Applied Technology Education Technology, Life, and Careers (1.0 units of credit);
    - (i) Educational Technology (credit optional);
    - (j) Library Media (integrated into subject areas).

E. Board-approved CRT's shall be used to assess student mastery of the following:

- (1) reading;
- (2) language arts;
- (3) mathematics;
- (4) science in grades 7 and 8; and
- (5) effectiveness of written expression.

F. Norm-referenced tests shall be given to all middle school students in grade 8.

**R277-700-6. High School Requirements.**

A. The Board shall establish a Core Curriculum for students in grades 9-12.

B. Students in grades 9-12 shall earn a minimum of 24 units of credit.

C. Local boards may require additional units of credit.

D. Grades 9-12 Core Curriculum requirements required units of credit:

(1) Language Arts (3.0 units of credit);

(2) Mathematics (2.0 units of credit):

(a) minimally, Elementary Algebra or Applied Mathematics I; and

(b) geometry or Applied Mathematics II; or

(c) any Advanced Mathematics courses in sequence beyond (a) and (b) ;

(d) high school mathematics credit may not be earned for courses in sequence below (a).

(3) Science (2.0 units of credit from two of the four science areas):

(a) earth science (1.0 units of credit);

(b) biological science (1.0 units of credit);

(c) chemistry (1.0 units of credit);

(d) physics (1.0 units of credit).

(4) Social Studies (3.0 units of credit):

(a) Geography for Life (0.5 units of credit);

(b) World Civilizations (0.5 units of credit);

(c) U.S. history (1.0 units of credit);

(d) U.S. Government and Citizenship (0.5 units of Credit);

(e) elective social studies class (0.5 units of

(5) The Arts (1.5 units of credit from any of the following performance areas):

(a) visual arts;

(b) music;

(c) dance;

(d) theatre;

(6) Health education (0.5 units of credit)

(7) Physical education (1.5 units of credit):

(a) participation skills (0.5 units of credit);

(b) Fitness for Life (0.5 units of credit);

- (c) individualized lifetime activities (0.5 units of credit) or team sport/athletic participation (maximum of 0.5 units of credit with school approval).
- (8) Applied technology education (1.0 units of credit);
  - (a) agriculture;
  - (b) business;
  - (c) family and consumer sciences;
  - (d) technology education;
  - (h) trade and technical education.
- (9) Educational technology:
  - (a) computer Technology (0.5 units of credit for the class by this specific name only); or
  - (b) successful completion of state-approved competency examination (no credit, but satisfies the Core requirement).
- (10) Library media skills integrated into the curriculum;
- (11) Board-approved CRT's shall be used to assess student mastery of the following subjects:
  - (a) reading;
  - (b) language arts through grade 11;
  - (c) mathematics as defined under R277-700-6D(2);
  - (d) science as defined under R277-700-6D(3); and
  - (e) effectiveness of written expression.
- E. Students shall participate in the Utah Basic Skills Competency Test, as defined under R277-700-10.
- F. Students with disabilities served by special education programs may have changes made to graduation requirements through individual IEPs to meet unique educational needs. A student's IEP shall document the nature and extent of modifications, substitutions or exemptions made to accommodate a student with disabilities.

**R277-700.7. Student Mastery and Assessment of Core Curriculum Standards and Objectives.**

- A. Student mastery of the Core Curriculum at all levels is the responsibility of local boards of education.
- B. Provisions for remediation of secondary students who do not achieve mastery is the responsibility of local boards of education under Section 53A-13-104.
- C. Students who are found to be deficient in basic skills through U-PASS shall receive remedial assistance according to provisions of Section 53A-1-606(1).



D. If parents object to portions of courses or courses in their entirety under provisions of law (Section 53A-13-101.2) and rule (R277-105), students and parents shall be responsible for the mastery of Core objectives to the satisfaction of the school prior to promotion to the next course or grade level.

E. Students with Disabilities:

(1) All students with disabilities served by special education programs shall demonstrate mastery of the Core Curriculum.

(2) If a student's disabling condition precludes the successful demonstration of mastery, the student's IEP team, on a case-by-case basis, may provide accommodations for or modify the mastery demonstration to accommodate the student's disability.

F. Students may demonstrate competency to satisfy course requirements consistent with R277-705-3.

G. All Utah public school students shall participate in state-mandated assessments, as required by law.

**KEY: curricula**

**March 5, 2002**

**Art X Sec 3  
53A-1-402(1)(b  
53A-1-402.6  
53A-1-401(3**



**Health**

**Education**



# Responsible Healthy Lifestyles

## Health Education

### Level 3

#### **Course Description (Levels K-6)**

Health Education offers students an opportunity to acquire knowledge, practice skills, and develop attitudes that can benefit them throughout life. Building a solid foundation of good decision-making skills can contribute to a variety of healthy choices for self and others. Although the knowledge components are addressed through seven different content sections, the development of skills and attitudes has been woven throughout each of the seven areas.

#### **Key**

**Phrases in bold lettering:** Refers to content concepts embedded in the objective that are also printed on the Scope and Sequence poster.

*Phrases in italicized lettering:* Refers to the Process Skill development that should be addressed, and are printed on the Scope and Sequence poster.

***Phrases in bold and italics:*** Refers to those skills that are also content.

**(Abbreviations in Parentheses):** Refers to other Core Curriculum in which the objective is similar, identical, or refers to a common concept. A key for integration:

- (FA) Fine Arts**
- (LA) Language Arts**
- (LM) Library Media**
- (PE) Physical Education**
- (SC) Science**
- (SS) Social Studies**

**\*Abbreviations with an \*asterisk:** Refers to resources that are available to help implement, teach, or enrich the objective(s).

- \*MP Maturation Program**
- \*NU Nutrition**
- \*PD Prevention Dimensions**



## Core Standards of the Course

### Healthy Self

**Standard 1: The students will learn ways to improve mental health and manage stress.**

Objective 1: Demonstrate **responsibility for self and actions**.

- Identify personal responsibilities.
- Predict the consequences of neglecting responsibilities; e.g., increased stress, poor grades, punishment, no sense of accomplishment, impact on other people.
- Report the outcomes of completing responsibilities; e.g., sense of accomplishment, feeling good, contribution to cause, less stress.
- Determine how good decision making can help complete responsibilities.

Objective 2: Recognize why **acceptance of self and others** is important for the development of *positive attitudes*. **\*PD**

- Determine the benefits of accepting self and others.
- Determine the benefits of having positive attitudes.
- Describe the relation between acceptance and attitude.

### Substance Abuse Prevention

**Standard 2: The students will adopt health-promoting and risk-reducing behaviors to prevent substance abuse.**

Objective 1: Recognize the **health implications of alcohol and tobacco use**. **\*PD**

- Identify both the short- and long-term effects of alcohol and tobacco use.
- Describe the effects of passive smoke.
- Determine the financial impact of alcohol and tobacco use.

Objective 2: Determine how building relationships with **helpful people** can be beneficial. **(SS)**

- List and classify helpful people; e.g., within family, neighborhood, community.
- Identify the benefits of building relationships with caring adults.

### Human Development and Relationships

**Standard 3: The students will understand and respect self and others related to human development and relationships.**

Objective 1: Summarize the functions of the skeletal and muscular systems.

- Name the **major body systems** and their basic functions.
- Describe the **skeletal and muscular** systems.
- Demonstrate ways to strengthen the skeletal and muscular systems. **(PE)**

Objective 2: Model behaviors that foster **healthy interpersonal relationships**. (SS)  
**\*PD**

- a. Examine the benefits of healthy relationships among peers, family, and community members.
- b. Recognize ways in which peers, families, and communities may change over time.
- c. Model ways to contribute to healthy relationships among peers, family, and community members.

Objective 3: Model strategies for **preventing abuse**.

- a. Maintain personal boundaries.
- b. *Identify* situations that may put one at risk for abuse.
- c. Demonstrate ways to *avoid, manage, or escape risk*.

<b>Disease Prevention and HIV/AIDS Education</b>
--

**Standard 4: The students will understand concepts related to health promotion and disease prevention.**

Objective 1: Tell why **HIV** is difficult to contract and usually does not affect children.

- a. List ways that people cannot contract HIV.
- b. Identify ways people can avoid coming in contact with blood.

Objective 2: Demonstrate ***decision-making and Refusal Skills®*** for HIV prevention.  
**\*PD**

- a. List reasons to avoid contact with blood.
- b. *Identify, avoid, manage, or escape* situations involving blood-to-blood contact.

Objective 3: Demonstrate **proper personal hygiene and universal precautions**.

- a. Demonstrate proper hand washing.
- b. Recognize importance of never touching another person's blood and other body fluids.
- c. Describe procedure to follow in the event of a blood spill.

<b>Safety and Injury/Violence Prevention</b>
--

**Standard 5: The students will adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.**

Objective 1: Match **safety procedures to potential hazards**. (SC)

- a. Describe **procedures to follow in case of fire, flood, earthquakes, and electrical shock**.
- b. Predict problems of using and being around **machines**.
- c. Explain how carelessness, hurrying, anger, and upset feelings may increase the chance of having an accident.
- d. List reasons for treating **animals** with respect and kindness.



<b>Nutrition and Fitness</b>
------------------------------

**Standard 6: The students will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.**

Objective 1: Compare **personal eating habits** with a balanced diet. \*NU

- a. Record daily food intake.
- b. Determine a balanced diet based on the Food Guide Pyramid.

Objective 2: Identify **nutrient groups and the key functions of each**. \*NU

- a. Identify nutrient groups; i.e., proteins, fats, water, carbohydrates, vitamins, minerals.
- b. Name foods rich in key nutrients.
- c. Define the functions of basic nutrient groups.

Objective 3: Examine the **dangers of dysfunctional eating**.

- a. Identify common reasons for dieting; e.g., health, peer pressure, unhappy with looks and/or size, weight loss.
- b. Predict the effect fad diets may have on health.

Objective 4: **Assess personal fitness level. (PE)**

- a. Measure heart rate.
- b. Record the results of participation in aerobic, strength, endurance, and flexibility testing.

<b>Consumer and Community Health</b>
--------------------------------------

**Standard 7: The students will understand the value of service and effective consumer practices.**

Objective 1: Participate in **service learning that assists the community**. (SS)

- a. *Identify the needs* of a community.
- b. Examine situations when people or groups assist communities.
- c. *Plan, implement, and report* on community service.

Objective 2: Describe the **influence of media on making healthy choices**. (LA) (LM)

- a. Find health-related messages in media.
- b. Determine the reliability of health messages in the media, including Internet.
- c. Report the effect of media on decision-making.

Objective 3: Summarize the role of **health services** in the community.

- a. List various health services.
- b. Define the role of each service.
- c. Identify situations in which the health services can or should be accessed.



Responsible Healthy Lifestyles  
Health Education  
Level 4

**Course Description (Levels K-6)**

Health Education offers students an opportunity to acquire knowledge, practice skills, and develop attitudes that can benefit them throughout life. Building a solid foundation of good decision-making skills can contribute to a variety of healthy choices for self and others. Although the knowledge components are addressed through seven different content sections, the development of skills and attitudes has been woven throughout each of the seven areas.

**Key**

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**\*Abbreviations with an \*asterisk:** Refers to resources that are available to help implement, teach, or enrich the objective(s).

- \*MP Maturation Program**
- \*NU Nutrition**
- \*PD Prevention Dimensions**



## Core Standards of the Course

### Healthy Self

**Standard 1: The students will learn ways to improve mental health and manage stress.**

Objective 1: Demonstrate effective *decision-making* based on positive self-worth.

**\*PD**

- a. Identify characteristics of positive self-worth; e.g., ability to set goals, self-efficacy and values, physical, social, mental health.
- b. Apply the *decision-making process*; i.e., identify the problem, gather information, identify alternatives, predict the immediate and long-term consequences, make the best choice, act, evaluate results.
- c. Identify factors that may influence decision-making; e.g., media, peers, environment, self-worth.

Objective 2: Practice constructive application of **assertiveness**.

- a. Describe assertiveness.
- b. Predict the results of assertive communication.
- c. Use *assertive communication in role play*.

Objective 3: *Set goals* to **enhance personal health**.

- a. Recognize how physical, mental, and social health interrelate.
- b. Evaluate personal health in each of these areas.

Objective 4: Explore positive options for **managing stress**. **\*PD**

- a. Define stress.
- b. Identify behaviors or situations that may cause conflict or stress.
- c. Create a personal stress management plan.

### Substance Abuse Prevention

**Standard 2: The students will adopt health-promoting and risk-reducing behaviors to prevent substance abuse.**

Objective 1: Discover **personal strengths and talents** that make one unique. **\*PD**

- a. Identify strengths and talents in classmates.
- b. Identify personal strengths and talents.
- c. Summarize how a variety of strengths and talents contribute to the uniqueness of people.

Objective 2: Identify the qualities of **positive role models**. \*PD

- a. Name role models or people who are admired.
- b. Compare characteristics of role models.
- c. Differentiate between behaviors that reflect a positive attitude and those that may indicate a negative attitude.
- d. Identify characteristics to be incorporated into life.

Objective 3: Predict the possible **consequences of substance use**. \*PD

- a. Analyze how social messages regarding the use of alcohol, tobacco, and other drugs may misrepresent the negative effects of each.
- b. Identify a variety of social, health, and economic problems associated with the abuse of alcohol, tobacco, and other drugs.

Objective 4: Model **responsible decision making**. \*PD

- a. List and explain the steps for *decision-making and Refusal Skills®*.
- b. Demonstrate *decision-making and Refusal Skills®* in responding to negative influences.

<b>Human Development and Relationships</b>
--

**Standard 3: The students will understand and respect self and others related to human development and relationships.**

Objective 1: Summarize the functions of the cardiovascular and respiratory systems.

- a. Review the **major body systems** and their basic functions.
- b. Describe the **cardiovascular and respiratory** systems.
- c. Demonstrate ways to strengthen the cardiovascular and respiratory systems.

Objective 2: Develop **skills for building healthy interpersonal relationships**.

- a. Show respect for the uniqueness of others, regardless of gender; e.g., abilities, talents, strengths, characteristics, and hopes for the future.
- b. Demonstrate *assertive communication*.
- c. Respect personal boundaries.

Objective 3: Exhibit qualities associated with **healthy body image**.

- a. Identify hereditary influences on body types.
- b. Recognize the physical changes associated with development.
- c. Model ways to show care and acceptance of the body; e.g., posture, hygiene, exercise, balanced diet.

<b>Disease Prevention and HIV/AIDS Education</b>
--

**Standard 4: The students will understand concepts related to health promotion and disease prevention.**

Objective 1: Determine how communicable diseases are spread.

- Compare modes of **transmission of diseases**.
- List ways that people cannot contract HIV.

Objective 2: Demonstrate **personal hygiene and universal precautions**.

- Demonstrate proper hand washing.
- List reasons to avoid contact with blood and other body fluids.
- Describe procedures to follow in the event of a blood spill.
- Demonstrate *decision-making and Refusal Skills®* for **HIV prevention**.

Objective 3: Demonstrate **ways to help people living with HIV and other diseases**.

- Identify ways to show compassion for others.
- Identify needs of people who are living with long-term illnesses.
- Plan an activity promoting compassion for people living with long-term illnesses.

<b>Safety and Injury/Violence Prevention</b>
--

**Standard 5: The students will adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.**

Objective 1: Determine how to participate **safely** in **recreational** activities. (SC)

- List recreational and athletic activities and potential injuries.
- Identify safety equipment and procedures needed for various recreational and athletic activities.
- Practice safety precautions associated with changes in **weather**.

Objective 2: ***Make decisions*** about taking appropriate **risks**.

- Analyze dares, risks, and challenges.
- Predict the outcomes of taking reasonable and unreasonable risks.
- Apply *decision-making skills* to dares, risks, and challenges.

Objective 3: Demonstrate **basic first aid** procedures.

- Identify procedures for responding to minor injuries; e.g., animal and insect bites, bleeding, burns, cuts, and scratches.
- Know the general emergency number to call for a more severe injury or situation; i.e., 911 phone number.

Objective 4: Model various nonviolent ways to ***resolve conflict***. \*PD

- Identify situations that cause anger or frustration.
- List ways to deal effectively with anger or frustration.
- Identify how destructive behavior can cause conflict.
- Predict how constructive behavior might reduce conflict.

<b>Nutrition and Fitness</b>
------------------------------

**Standard 6: The students will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.**

Objective 1: Specify key **vitamins and minerals** and their functions. **\*NU**

- Name vitamins and minerals vital to a healthy body; e.g., vitamins B and C, minerals calcium and iron.
- Determine the functions of key vitamins and minerals.
- Name foods rich in key vitamins and minerals.
- Identify nutritional problems related to vitamin and/or mineral deficiencies.

Objective 2: Determine the relation between **food intake and activity**. **(PE) \*NU**

- Define calories.
- Estimate the number of calories needed for growth and body function.
- Predict the change in caloric requirements due to participation in activities.
- Plan a balanced food intake for one day.

Objective 3: Summarize how and why **bodies differ in shape and size**.

- Recognize individual growth patterns.
- Explain the role that heredity plays in growth and development.
- Describe the role of nutrition in growth and development.

<b>Consumer and Community Health</b>
--------------------------------------

**Standard 7: The students will understand the value of service and effective consumer practices.**

Objective 1: Participate in **service learning that benefits Utah**. **(SS)**

- Identify needs* of Utah and/or its citizens.
- Examine situations when people or groups assist Utah.
- Plan, implement, and report* on service benefiting Utah.

Objective 2: Analyze how **media strategies and techniques** affect consumer practices. **(LA) (LM)**

- Identify the strategies and techniques used in a variety of media.
- Demonstrate the various strategies and techniques used by media.
- Compare effectiveness of various strategies and techniques.

Objective 3: Identify the role of **health professionals** in the school.

- List various health professionals within the school system and the services provided.
- Define the role of each health professional within the school system.
- Identify situations in which the services can and should be accessed.



# Responsible Healthy Lifestyles

## Health Education

### Level 5

#### **Course Description (Levels K-6)**

Health Education offers students an opportunity to acquire knowledge, practice skills, and develop attitudes that can benefit them throughout life. Building a solid foundation of good decision-making skills can contribute to a variety of healthy choices for self and others. Although the knowledge components are addressed through seven different content sections, the development of skills and attitudes has been woven throughout each of the seven areas.

#### **Key**

**Phrases in bold lettering:** Refers to content concepts embedded in the objective that are also printed on the Scope and Sequence poster.

*Phrases in italicized lettering:* Refers to the Process Skill development that should be addressed, and are printed on the Scope and Sequence poster.

***Phrases in bold and italics:*** Refers to those skills that are also content.

**(Abbreviations in Parentheses):** Refers to other Core Curriculum in which the objective is similar, identical, or refers to a common concept. A key for integration:

**(FA) Fine Arts**

**(LA) Language Arts**

**(LM) Library Media**

**(PE) Physical Education**

**(SC) Science**

**(SS) Social Studies**

**\*Abbreviations with an \*asterisk:** Refers to resources that are available to help implement, teach, or enrich the objective(s).

**\*MP Maturation Program**

**\*NU Nutrition**

**\*PD Prevention Dimensions**



## Core Standards of the Course

### Healthy Self

**Standard 1: The students will learn ways to improve mental health and manage stress.**

Objective 1: Summarize how *communicating* with others can help improve **overall health**.

- a. Compare the benefits of social interaction and time alone.
- b. *Communicate* the need for social interaction and time alone.
- c. Adopt behaviors to help maintain mental health; e.g., reading, exercise, lifelong learning, abstaining from substance abuse.

Objective 2: Demonstrate *coping* behaviors related to **grief and loss**.

- a. Recognize the tasks associated with the grief and loss process; i.e., acknowledge loss or death, feel the feelings, go on living and loving.
- b. Recognize emotions associated with grief and loss.
- c. Identify common ways individuals may cope with loss.
- d. Identify ways to help others through the grieving process.

Objective 3: Predict the influence **body image** may have on **body acceptance**.

- a. Explain body image and body acceptance.
- b. Recognize influences on body shape and size; e.g., diet, disabilities, exercise, heredity.
- c. Recognize factors that may affect body image; e.g., media, peers, self-expectations.

Objective 4: Demonstrate constructive ways of *managing stress*. **\*PD**

- a. Explain how both positive and negative events can cause stress.
- b. Identify physiological, emotional, cognitive, and behavioral responses to stress.
- c. Predict how neglecting personal responsibilities may increase stress.
- d. Develop and apply a personal stress management plan.

### Substance Abuse Prevention

**Standard 2: The students will adopt health-promoting and risk-reducing behaviors to prevent substance abuse.**

Objective 1: Explore how relationships can contribute to **self-worth**. **\*PD**

- a. Recognize different ways people influence each other.
- b. Differentiate between positive and negative influences.
- c. Accept mistakes and learn from them.
- d. Participate in discussion on the benefits of positive self-talk.
- e. Practice positive reinforcement with others.

Objective 2: Use *decision-making skills* to increase the likelihood of positive outcomes.

**\*PD**

- a. Describe how advertising may influence individual choices.
- b. Predict the **consequences** of a variety of **choices**.

Objective 3: Summarize the **physiological effects of substance use**. **\*PD**

- a. Identify the effects of tobacco use, including smokeless tobacco, on the body.
- b. Identify the effects of alcohol use on the body.
- c. Identify the effects of drug use on the body.

<b>Human Development and Relationships</b>
--

**Standard 3: The students will understand and respect self and others related to human development and relationships.**

Objective 1: Demonstrate qualities that help form **healthy interpersonal relationships**.

- a. List ways of showing respect and care for others.
- b. *Practice effective communication skills.*
- c. Respect personal boundaries.

Objective 2: Summarize the basic functions of the **digestive and glandular systems**.

- a. Review the **major body systems** and their basic functions.
- b. Describe the digestive and glandular systems.
- c. Explain how good hygiene can help offset the effects of the glandular system.

Objective 3: Identify **body changes that accompany puberty**. **\*MP**

- a. Summarize the role of the endocrine system and its impact; e.g., emotional fluctuations, body changes.
- b. Describe basic structures of female and male reproductive systems and identify their respective functions.
- c. Practice behaviors that maintain good hygiene.

<b>Disease Prevention and HIV/AIDS Education</b>
--

**Standard 4: The students will understand concepts related to health promotion and disease prevention.**

Objective 1: Define **viruses and how they are transmitted**.

- a. List several diseases caused by viruses.
- b. List the primary modes of **transmission of HIV**.
- c. Recognize how infected yet symptom-free people can infect others.

Objective 2: Demonstrate ***decision-making and Refusal Skills®*** for HIV prevention.

- a. List situations that pose a risk for transmission of HIV.
- b. *Identify, avoid, manage, or escape* situations involving exposure to body fluids.

<b>Safety and Injury/Violence Prevention</b>
--

**Standard 5: The students will adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.**

Objective 1: Describe **potential hazards, safety procedures, and first aid** within a variety of circumstances. **(SC)**

- a. Identify and avoid potential hazards in a variety of situations.
- b. Describe precautions to take when around **chemicals, electricity, or water**.
- c. Describe emergency procedures to follow in case of chemical, electrical, or water-related accidents.
- d. Demonstrate how to use safety equipment; e.g., basic first aid kit, fire extinguisher, Emergency Medical System.

Objective 2: Predict the effects of **violence on society**.

- a. Identify the dangers of mimicking violent behavior.
- b. Analyze the impact of violence portrayed in the media.

Objective 3: Develop vocabulary that shows **respect for self and others**.

- a. Identify comments that would show respect and caring for others.
- b. List positive ways to speak to self.
- c. Analyze the value in creating respectful, healthy relationships.

<b>Nutrition and Fitness</b>
------------------------------

**Standard 6: The students will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.**

Objective 1: Predict the impact of the **Dietary Guidelines for Americans on health**.  
**\*NU**

- a. Know the Dietary Guidelines for Americans.
- b. Relate how following the Dietary Guidelines for Americans may impact the health of individuals as well as communities; e.g., obesity, heart disease, cancer, insurance rates, missed work days.

Objective 2: Evaluate **personal activity level and food intake** with the Dietary Guidelines for Americans and *plan* ways to improve health. **(PE) \*NU**

- a. Compare daily food intake and caloric output with Dietary Guidelines for Americans.
- b. Determine how changes in personal activity level and/or food intake may benefit personal health.

Objective 3: Recognize influences that may affect **body types and sizes**.

- a. Summarize the role of nutrition and exercise in body development.
- b. Determine how heredity and environment can influence body shape and size.
- c. Recognize the impact that puberty has on body growth, shape, and size.

Objective 4: Participate in a **physical activity** that is **enjoyable** and fosters confidence. **(PE)**

- a. Identify a fun physical activity.
- b. Participate in an activity that is challenging and rewarding.

<b>Consumer and Community Health</b>
--------------------------------------

**Standard 7: The students will understand the value of service and effective consumer practices.**

Objective 1: Participate in **service learning that assists the preservation of natural resources**. **(SC)**

- a. Identify natural resource protection needs.
- b. Examine situations where a person or group assists the protection of natural resources.
- c. *Plan, implement, and report* on a natural resource service project.

Objective 2: Determine the **influence of media on individual purchasing**. **(LM)**

- a. Analyze the influence of media on needs and wants.
- b. Describe how media strategies may contribute to impulsive buying.

Objective 3: Explore a variety of **health-related professions**.

- a. Research health-related professions.
- b. Select and report on a health-related profession.

Responsible Healthy Lifestyles  
Health Education  
Level 6

**Course Description (Levels K-6)**

Health Education offers students an opportunity to acquire knowledge, practice skills, and develop attitudes that can benefit them throughout life. Building a solid foundation of good decision-making skills can contribute to a variety of healthy choices for self and others. Although the knowledge components are addressed through seven different content sections, the development of skills and attitudes has been woven throughout each of the seven areas.

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- (FA) Fine Arts**
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- (LM) Library Media**
- (PE) Physical Education**
- (SC) Science**
- (SS) Social Studies**

**\*Abbreviations with an \*asterisk:** Refers to resources that are available to help implement, teach, or enrich the objective(s).

- \*MP Maturation Program**
- \*NU Nutrition**
- \*PD Prevention Dimensions**





## Core Standards of the Course

### Healthy Self

**Standard 1: The students will learn ways to improve mental health and manage stress.**

Objective 1: Develop strategies for appropriately and safely expressing emotions.

- a. Recognize the **range of emotions, including extremes. \*PD**
- b. List situations that elicit strong emotions; e.g., winning or losing a competition, losing a friend, family changes.
- c. Predict the effect of substance use on emotions and the ability to appropriately manage them.

Objective 2: Demonstrate **acceptance of self and others. \*PD**

- a. Identify the benefits of feeling good about self.
- b. Recognize the value of other human beings.
- c. Predict the outcome of caring about self and others.

Objective 3: Develop personal **assets** that help **promote resiliency. \*PD**

- a. Identify personal developmental assets; i.e., internal, external.
- b. Identify opportunities to incorporate additional assets into life.

Objective 4: Demonstrate positive strategies for **managing stress.**

- a. Identify situations or circumstances that cause stress.
- b. Recognize personal reaction or response to stressful situations.
- c. Design a personal plan that includes options for managing stress and stressful situations.

### Substance Abuse Prevention

**Standard 2: The students will adopt health-promoting and risk-reducing behaviors to prevent substance abuse.**

Objective 1: Examine the possible **physical effects of substance abuse. \*PD**

- a. Identify the general physical effects of depressants and stimulants.
- b. Explain the concept of blood alcohol content.
- c. Explain the meaning of chemical dependence.

Objective 2: Summarize the **legal, social, and emotional consequences of substance abuse. \*PD**

- a. Identify legal age for using some substances and the consequences for underage use.
- b. Describe how meaningful relationships may suffer as a result of substance use.

Objective 3: Assess the role of **positive peer involvement** in making healthy choices.

**\*PD**

- a. Name the people comprising a personal support system.
- b. Explore the impact friends have on *decision making*.
- c. *Practice Refusal Skills®* in responding to pressure from others.

<b>Human Development and Relationships</b>
--

**Standard 3: The students will understand and respect self and others related to human development and relationships.**

Objective 1: Practice ways of showing **respect for self and others**.

- a. Adopt behaviors that contribute to a healthy body image; e.g., posture, hygiene, exercise, balanced diet.
- b. Demonstrate ability to communicate affection appropriately.

Objective 2: Summarize **changes that accompany puberty**. **\*MP**

- a. Recognize fluctuations in emotions and discuss ways of dealing with emotional changes.
- b. Predict ways that relationships may change over time.
- c. Recognize physical changes that occur during puberty.
- d. Practice behaviors that maintain good **hygiene**.

<b>Disease Prevention and HIV/AIDS Education</b>
--

**Standard 4: The students will understand concepts related to health promotion and disease prevention.**

Objective 1: Compare **viruses to other microorganisms**. **(SC)**

- a. List several types of microorganisms.
- b. Explain how viruses differ from other microorganisms.

Objective 2: Describe the **HIV disease continuum**.

- a. Explain the progression of the disease beginning with HIV infection.
- b. Recognize how infected yet symptom-free people can infect others.
- c. Explain why opportunistic infections occur in people with weakened immune systems.

Objective 3: Demonstrate *decision-making and Refusal Skills®* for **HIV prevention**.

- a. List situations that pose a risk for **transmission of HIV**.
- b. *Identify, avoid, manage, or escape* situations involving exposure to body fluids.

## Safety and Injury/Violence Prevention

**Standard 5:** The students will adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.

Objective 1: Manage **abusive situations**.

- a. Recognize abusive situations; e.g., physical, emotional, and sexual.
- b. Identify sources of responsible **help for self and others**; e.g., parents, grandparents, school counselors, health professionals, clergy.

Objective 2: Examine **emotions** that may lead to violence, and determine safe ways to **manage** them.

- a. List situations that elicit strong emotions; e.g., winning or losing a competition, losing a friend, family changes.
- b. Identify strategies to appropriately and safely manage emotions that may lead to violence toward self or others.
- c. Predict the effect that substance use may have on emotions and the ability to appropriately manage them.

## Nutrition and Fitness

**Standard 6:** The students will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.

Objective 1: Evaluate **food intake and levels of activity**. (PE)\*NU

- a. Analyze food intake and compare to Dietary Guidelines for Americans.
- b. Modify personal eating and activity plans to promote health and well-being.
- c. Choose activities to maintain or improve fitness.
- d. Examine how weight can be managed in a healthy manner.

Objective 2: Compare a variety of **food preparation techniques**. \*NU

- a. Explain the impact of food preparation on nutritional content.
- b. Judge food preparation methods to determine impact on nutritional content.
- c. Prepare a nutritionally sound snack.

Objective 3: Explain **nutritional labeling** and identify nutritional content. \*NU

- a. Recognize serving size information.
- b. Compare similar products and determine nutritional values of each.

Objective 4: Recognize the **dangers of dysfunctional eating**.

- a. Identify eating habits that may be dysfunctional; e.g., unbalanced diet, fad dieting, starving, compulsive overeating, bulimia nervosa, anorexia nervosa.
- b. Recognize the concept of self-abusive behaviors.
- c. Determine how dysfunctional eating may have negative effects on mental, physical, and social health.

<b>Consumer and Community Health</b>
--------------------------------------

**Standard 7: The students will understand the value of service and effective consumer practices.**

Objective 1: Participate in **service learning that benefits the environment. (SC)**

- a. *Identify* environmental protection *needs*.
- b. Examine situations where a person or group assists with the protection of the environment.
- c. *Plan, implement, and report* on environmental service.

Objective 2: Research and summarize the reliability of **health resources and information. (LM)**

- a. Identify various types of health resources and information; e.g., pamphlets, journals, Internet, folklore, peers, fact lines, quackery, healthcare professionals, media.
- b. Determine a standard for reliability in health resources and information.
- c. Evaluate the reliability of resources and information based on the established standards.

Objective 3: Determine ways to be a more **effective health consumer. (LM)**

- a. Recognize media influences on making healthy choices.
- b. Predict the reliability of the product or information being considered.

**Physical**

**Education**



Responsible Healthy Lifestyles  
Physical Education  
Level 3

**Course Description (Levels K-6)**

Physical education contributes, primarily through movement experiences, to the total growth and development of all children. Students have opportunities to gain knowledge, skills, and attitudes which promote physical activity as part of their everyday lives. Content areas include: fitness; motor skill development; social/emotional development; and knowledge. Life skill development is woven throughout all content areas. **It is recommended that all students be provided a minimum of ninety (90) minutes of structured physical education per week.** Recess, or other free time, does not fulfill the educational requirements.

<b>Fitness</b>
----------------

**Standard 1: Achieve and maintain health-enhancing levels of physical fitness.**

Objective 1: Participate in daily sustained physical activity to develop health-related physical fitness.

- a. Engage in continuous aerobic activities for a sustained period of time; e.g., jump rope, tag games, ski jumps, running.
- b. Perform a variety of stretches following warm-up activities.
- c. Participate in a variety of activities that develop muscular strength and endurance; e.g., lunges, pushups, frog leaps, squat-thrusts.

Objective 2: Achieve and apply knowledge of physical fitness.

- a. Explain the health-related components of physical fitness: cardiovascular endurance, flexibility, muscular strength, muscular endurance, body composition.
- b. Identify benefits of proper nutrition, physical activity, and high levels of physical fitness; e.g., healthy diet increases energy, physical activity may help manage stress, muscular strength and endurance reduce fatigue during activities.

Objective 3: Perform assessment of personal fitness levels in each of the health-related components of physical fitness.

Demonstrate how to take a pulse.

- a. Assess cardiovascular fitness through an aerobic activity; e.g., power walk, jump rope, walk/run, stair step.
- b. Assess muscular strength through an activity; e.g., pull-up, pushup, vertical jump.
- c. Assess muscular endurance through an activity; e.g., abdominal curl up, ski jumps.
- d. Assess flexibility through a stretching activity; e.g., sit and reach, shoulder stretch.

<b>Motor Skills</b>
---------------------

**Standard 2: Apply movement concepts and principles to enhance motor skill development.**

Objective 1: Demonstrate personal and general spatial awareness in a variety of movement activities.

- a. Demonstrate awareness of others while moving with a partner; e.g., partner tag, circle dance.
- b. Demonstrate spatial concepts while moving with a partner; e.g., change of direction in square dancing, change of speed in relays, change of height in leap frog.

Objective 2\*: Identify the basic steps of manipulative skills.

- a. Recognize correct technique for dribbling the basketball.
- b. Recognize correct technique for an overhand throw.
- c. Recognize correct technique for catching an object with two hands.

\*See Appendix A

**Standard 3: Demonstrate a variety of movement forms.**

Objective 1: Demonstrate locomotor and nonlocomotor movements in games and activities.

- a. Perform a variety of locomotor and nonlocomotor movements in games; e.g., hopscotch, tag games.
- b. Perform a variety of locomotor and nonlocomotor movements in activities; e.g., step aerobics, jump rope, parachute activities, headstand with assistance.

Objective 2\*: Demonstrate manipulative skills in games and activities.

- a. Perform a variety of tosses and throws; e.g., cage ball, juggling scarves, softball throw.
- b. Catch a variety of objects; e.g., jacks, Frisbee, playground ball.
- c. Perform a variety of striking skills; e.g., foot dribbling in soccer, hand striking a ball in foursquare, shooting marbles.

\*See Appendix A

Objective 3: Combine introductory rhythm and dance movements.

- a. Perform simple organized dances; e.g., line dance, aerobic dance, folk dance.
- b. Create and perform simple locomotor combinations to a musical beat; e.g., moving forward, backward, sideways, circling.



<b>Social and Emotional</b>
-----------------------------

**Standard 4: Demonstrate respect for self and others through responsible personal and social behavior.**

Objective 1: Demonstrate responsible personal behavior in physical activity settings.

- a. Follow rules.
- b. Manage equipment responsibly; e.g., assist with setup of equipment, takedown of equipment, and check-out and return of equipment.
- c. Practice on-task behavior.
- d. Assist partner with skill performance; e.g., spotting, giving skill cues, giving encouragement.
- e. Predict the benefits of cooperating and sharing.
- f. Recognize and accept personal differences; e.g., involve all students in activities, evaluate personal strengths and areas for improvement.

Objective 2: Demonstrate responsible social behavior in physical activity settings.

- a. Exhibit cooperative behavior; e.g., share equipment with others, invite a peer to take a turn, refocus off-task peers.
- b. Demonstrate conflict management; e.g., identify behaviors that may create conflict situations, predict consequences of conflict.
- c. Use problem-solving techniques in a variety of situations; e.g., resolve unfair play, accept responsibility for own actions without blaming others.

**Standard 5: Understand that physical activity provides opportunities for enjoyment, challenge, and self-expression.**

Objective 1: Indicate how physical activity provides an opportunity for enjoyment.

- a. Celebrate personal successes and achievements as well as those of others.
- b. Select activities that are personally interesting and rewarding.

Objective 2: Practice appropriate risk-taking.

- a. Participate willingly in new activities.
- b. Identify and express feelings resulting from challenges.
- c. Persist in activity when unsuccessful on the first attempt.

<b>Knowledge</b>
------------------

**Standard 6: Apply knowledge specific to the activity setting.**

Objective 1: Follow the rules and procedures for the activity setting.

- a. Explain rules and procedures for a variety of activities.
- b. Apply rules and procedures of the physical education class to other activities or settings.
- c. Manage and avoid potential safety hazards in the activity setting; e.g., gather and store equipment safely and properly, describe ways of managing safety hazards, check surrounding area before swinging an object.

Objective 2: Demonstrate a knowledge of movement vocabulary.

- a. Use correct fitness vocabulary; e.g., muscular strength, flexibility, pulse.
- b. Distinguish between various movements; e.g., circling, stretching, lunging.

# Responsible Healthy Lifestyles

## Physical Education

### Level 4

#### Course Description (Levels K-6)

Physical education contributes, primarily through movement experiences, to the total growth and development of all children. Students have opportunities to gain knowledge, skills, and attitudes which promote physical activity as part of their everyday lives. Content areas include: fitness; motor skill development; social/emotional development; and knowledge. Life skill development is woven throughout all content areas. **It is recommended that all students be provided a minimum of ninety (90) minutes of structured physical education per week.** Recess, or other free time, does not fulfill the educational requirements.

<b>Fitness</b>
----------------

#### Standard 1: Achieve and maintain health-enhancing levels of physical fitness.

Objective 1: Participate in daily sustained physical activity to develop health-related physical fitness.

- Participate in sports-related group activities; e.g., ultimate Frisbee, multiball soccer, cooperative games.
- Perform sport-specific stretches following warm-up activities.
- Participate in activities that develop fitness; e.g., circuits, jump rope, tag, and keep-away games.

Objective 2: Achieve and apply knowledge related to physical fitness.

- Identify activities that improve cardiovascular endurance; e.g., running, powerwalking, rollerblading, swimming, bicycling.
- Identify activities that improve flexibility; e.g., hamstring stretch, quadriceps stretch, shoulder stretch.
- Identify activities that improve muscular strength; e.g., pushups, pull-ups, vertical jumps.
- Identify activities that improve muscular endurance; e.g., abdominal curl ups, leg lifts, toe raises, lunges.
- Identify activities that improve body composition; e.g., cross-country skiing, bicycling, aerobic dancing.
- Identify lifestyle activities that improve physical fitness; e.g., using stairs instead of elevator, riding bike instead of riding bus, play outside instead of watching television.

NOTE: All vigorous physical activities can improve body composition. However, activities for assessing body composition are not recommended at this age level.

Objective 3: Perform assessment of personal physical fitness levels in each of the health-related components of fitness.

- a. Demonstrate how to take a pulse.
- b. Assess cardiovascular fitness through an aerobic activity; e.g., powerwalk, jump rope, running, stair step.
- c. Assess muscular strength through an activity; e.g., pull-up, pushup, vertical jump.
- d. Assess muscular endurance through an activity; e.g., abdominal curl up, lunge, leg lifts.
- e. Assess flexibility through a stretching activity; e.g., sit-and-reach, shoulder stretch.
- f. Analyze personal fitness assessment results; e.g., identify personal strengths and areas for improvement.

<b>Motor Skills</b>
---------------------

**Standard 2: Apply movement concepts and principles to enhance motor skill development.**

Objective 1: Apply personal and general spatial awareness to physical activity.

- a. Identify and move to an open space in a game situation; e.g., run a pass pattern in football, back up a player fielding the ball, move to receive a pass in soccer.
- b. Play assigned position in a game situation; e.g., goalie in soccer, catcher in baseball, server in foursquare.

Objective 2\*: Identify the basic steps of manipulative skills.

- a. Describe the follow-through of various manipulative skills; e.g., overhand throw, basketball jump shot, soccer kick.
- b. Describe correct soccer dribbling technique.
- c. Describe the shift of body weight when batting a ball.

\*See Appendix A

**Standard 3: Demonstrate competency of a variety of movement forms.**

Objective 1: Demonstrate combinations of locomotor movements and manipulative skills in games and activities.

- a. Perform combinations of locomotor movements and manipulative skills in games; e.g., running and catching in ultimate Frisbee, jumping and spiking in volleyball, backing up and throwing a ball in flag football.
- b. Perform combinations of locomotor and non-locomotor movements and manipulative skills in activities; e.g., jump rope, tinikling, relays.

Objective 2\*: Develop specialized skills in a few individual and team activities.

- a. Demonstrate various striking skills; e.g., underhand serve in volleyball, foot dribble in soccer, forehand groundstroke in tennis.
- b. Demonstrate various throwing and catching skills; e.g., Frisbee throw, basketball chest pass, two-handed catch.

\*See Appendix A

Objective 3: Create and perform a variety of individual and group dance sequences.

- a. Create a movement pattern using a combination of complex locomotor steps; e.g., skipping, sliding, jumping, leaping.
- b. Perform folk dances associated with the history of the state; e.g., square dances, Virginia reel, circle two-step.

<b>Social and Emotional</b>
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**Standard 4: Demonstrate respect for self and others through responsible personal and social behavior.**

Objective 1: Demonstrate responsible personal behavior in physical activity settings.

- a. Demonstrate personal responsibility for rules and procedures; e.g., manage equipment, stay on task, play fairly.
- b. Accept responsibility for own actions without blaming others.

Objective 2: Demonstrate responsible social behavior in physical activity settings.

- a. Work cooperatively and productively; e.g., listen to instructions, organize and begin activities promptly, include all members of a group.
- b. Show support for others; e.g., provide encouragement, give skill cues, assist less skilled peers.
- c. Demonstrate conflict management skills; e.g., identify behaviors which might create conflict situations, predict consequences of conflict, hypothesize acceptable methods for managing conflict.
- d. Demonstrate group problem solving; e.g., involve students of all abilities, divide into teams, adapt activities for varying abilities.
- e. Practice good sportsmanship; e.g., accept referee's decision, use appropriate language, acknowledge efforts of others.

Objective 3: Recognize the attributes that individuals can bring to group activities.

- a. Show respect for people of different backgrounds and the cultural significance attributed to various activities.
- b. Demonstrate acceptance of skills and abilities of others through verbal and nonverbal behavior; e.g., praise, modification of activities, positive gestures.

**Standard 5: Understand that physical activity provides opportunity for enjoyment, challenge, and self-expression.**

Objective 1: Indicate how physical activity provides an opportunity for enjoyment and self-expression.

- a. Celebrate personal successes and achievements as well as those of others.
- b. Select activities that are personally interesting and rewarding.

Objective 2: Demonstrate appropriate risk-taking.

- a. Participate willingly in new activities.
- b. Persist when not successful on the first attempt.
- c. Identify and express feelings resulting from challenges and successes.

<b>Knowledge</b>
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**Standard 6: Apply knowledge using a variety of thinking skills in the activity setting.**

Objective 1: Modify and apply rules and strategies to physical activities.

- a. Modify activities to accommodate different skill levels.
- b. Identify player positions for specific sport activities.
- c. Describe simple strategies for physical activities.

Objective 2: Practice safety principles in the activity setting.

- a. Describe safety rules, practices, and equipment for specific activities.
- b. Manage potential safety hazards in the activity setting.

Objective 3: Demonstrate a knowledge of movement vocabulary.

- a. Use correct fitness terminology; e.g., resting heart rate, muscular endurance, flexibility.
- b. Use correct skill technique vocabulary; e.g., follow through, ready position, weight transfer.

Responsible Healthy Lifestyles  
Physical Education  
Level 5

**Course Description (Levels K-6)**

Physical education contributes, primarily through movement experiences, to the total growth and development of all children. Students have opportunities to gain knowledge, skills, and attitudes which promote physical activity as part of their everyday lives. Content areas include: fitness; motor skill development; social/emotional development; and knowledge. Life skill development is woven throughout all content areas. **It is recommended that all students be provided a minimum of ninety (90) minutes of structured physical education per week.** Recess, or other free time, does not fulfill the educational requirements.

<b>Fitness</b>
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**Standard 1: Achieve and maintain health-enhancing levels of physical fitness.**

Objective 1: Participate in daily-sustained physical activity to develop health-related physical fitness.

- a. Participate in sports-related group activities that improve cardiovascular endurance; e.g., ultimate Frisbee, speedball, basketball.
- b. Perform stretches specific to a physical activity or sport following warm-up.
- c. Participate in activities that develop muscular strength and endurance; e.g., circuits, jump rope, swimming.

Objective 2: Use fitness assessment results to improve and maintain fitness.

- a. Identify assessment activities for each health-related component of physical fitness.
- b. Use fitness assessment results to set fitness goals and implement a plan: analyze fitness results, design plan, select activities, monitor progress, make modifications.

Objective 3: Identify lifetime activities that enhance the health-related components of physical fitness.

- a. List lifetime activities which develop cardiovascular fitness; e.g., hiking, biking, cross-country skiing, snow shoeing.
- b. List lifetime activities which develop muscular endurance; e.g., swimming, hiking, rollerblading.
- c. List lifetime activities which develop strength; e.g., mountain biking, soccer, rock climbing.
- d. List lifetime activities that develop flexibility; e.g., ballet, yoga, martial arts.

<b>Motor Skills</b>
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**Standard 2: Apply movement concepts and principles to enhance motor skill development.**

Objective 1: Apply personal and general spatial awareness to physical activity.

- a. Identify and move to an open space in a game situation; e.g., pass ahead of another player, maintain appropriate distance from another player in passing or guarding situations.
- b. Play assigned position in a game situation; e.g., server in volleyball, center forward in soccer, quarterback in football.

Objective 2\*: Identify and demonstrate the basic steps of manipulative skills.

- a. Describe and perform various types of throws; e.g., football spiral, softball pitch, basketball bounce pass.
- b. Describe and perform various types of catches; e.g., catch above the waist, below the waist, one-handed Frisbee catch.
- c. Describe the foot position in various kicks; e.g., football punt, soccer instep kick, soccer dribble.

\*See Appendix A

**Standard 3: Demonstrate competency in a variety of movement forms.**

Objective 1\*: Demonstrate combinations of locomotor movements and manipulative skills in games and activities.

- a. Perform combinations of locomotor and manipulative skills in games; e.g., basketball, softball, floor hockey.
- b. Perform combinations of locomotor movements and manipulative skills in activities; e.g., obstacle course, relays, tinikling.

Objective 2\*: Develop specialized skills in a variety of individual and team activities.

- a. Perform various throwing and catching skills; e.g., juggling, basketball overhead pass, one-handed Frisbee catch.
- b. Perform various striking skills; e.g., place ball away from opponent in a racquet sport, overhead volleyball serve, football punt.

\*See Appendix A

Objective 3: Expand dance skills through a variety of dance experiences.

- a. Create a movement pattern using a combination of complex locomotor steps; e.g., aerobic dance, jump rope routine, creative movement.
- b. Perform folk dances and social dances from around America; e.g., swing, twist, line dance.



<b>Social and Emotional</b>
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**Standard 4: Demonstrate respect for self and others through responsible personal and social behavior.**

Objective 1: Demonstrate responsible personal behavior in physical activity settings.

- a. Demonstrate personal responsibility for rules and procedures; e.g., manage equipment, stay on task, start and stop activity as directed.
- b. Accept responsibility for own actions without blaming others.

Objective 2: Demonstrate responsible social behavior in physical activity settings.

- a. Work cooperatively and productively; e.g., listen to instructions, organize and begin activities quickly, make smooth transitions between activities.
- b. Show support for others; e.g., give encouragement, provide feedback for skill development, acknowledge accomplishments.
- c. Demonstrate conflict management skills; e.g., identify behaviors which might create conflict situations, predict consequences of conflict, hypothesize acceptable methods for managing conflict.
- d. Demonstrate group problem solving; e.g., assign player positions to utilize strengths, determine playing order, modify activities to accommodate additional players.
- e. Practice good sportsmanship behavior; e.g., accept referee's decisions, use appropriate language, honestly report activity results.

Objective 3: Recognize the attributes that individuals can bring to group activities.

- a. Show respect for people of different backgrounds and the cultural significance they attribute to various activities.
- b. Demonstrate acceptance of skills and abilities of others through verbal and nonverbal behavior; e.g., praise, modification of activities, positive gestures.

**Standard 5: Understand that physical activity provides opportunities for enjoyment, challenge, and self-expression.**

Objective 1: Indicate how physical activity provides an opportunity for enjoyment.

- a. Celebrate personal successes and achievements as well as those of others.
- b. Participate in activities that are personally interesting and rewarding.

Objective 2: Demonstrate appropriate risk-taking.

- a. Willingly participate in new activities.
- b. Continue to participate when not successful on the first attempt.
- c. Differentiate between appropriate and inappropriate risks based on experience and ability.
- d. Identify and express feelings resulting from challenges and successes.

<b>Knowledge</b>
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**Standard 6: Apply knowledge using a variety of thinking skills in the physical activity setting.**

Objective 1: Modify and apply rules and strategies to physical activity.

- a. Explain rules and infractions for specific activities.
- b. Apply simple strategies to physical activity; e.g., utilize players' strengths when assigning player positions, move to an open space to receive a pass, use different defenses.

Objective 2: Practice safety principles in the activity setting.

- a. Identify concerns and practice safety in student-created activities.
- b. Manage potential safety hazards in the activity setting.

Objective 3: Demonstrate a knowledge of fitness and movement concepts.

- a. Use correct fitness terminology; e.g., target heart rate, warm-up, cool-down.
- b. Use correct sport terminology; e.g., offense, defense, opposition, weight transfer.

Objective 4: Access information about physical education and dance from a variety of resources, beginning with the library media center.

- a. Identify community opportunities for participation in dance and other organized physical activities.
- b. Construct a report on a physical activity of personal interest.

Responsible Healthy Lifestyles  
Physical Education  
Level 6

**Course Description (Levels K-6)**

Physical education contributes, primarily through movement experiences, to the total growth and development of all children. Students have opportunities to gain knowledge, skills, and attitudes which promote physical activity as part of their everyday lives. Content areas include: fitness; motor skill development; social/emotional development; and knowledge. Life skill development is woven throughout all content areas. **It is recommended that all students be provided a minimum of ninety (90) minutes of structured physical education per week.** Recess, or other free time, does not fulfill the educational requirements.

<b>Fitness</b>
----------------

**Standard 1: Achieve and maintain health-enhancing levels of physical fitness.**

Objective 1: Participate in daily-sustained physical activity to develop health- related physical fitness.

- a. Participate in games, sports, dance, and lifetime activities based on individual interests and capabilities.
- b. Participate in fitness-enhancing activities outside of school based on personal interest.

Objective 2: Achieve and apply knowledge related to physical fitness.

- a. Use fitness assessment results to pursue personal fitness goals: analyze fitness results, set fitness goals, design plan, select activities, monitor progress, make modifications.
- b. Explain the relationship between physical activity, food intake, and weight management; e.g., physical activity burns calories, different foods provide varying amounts of calories, foods provide different levels of energy.

<b>Motor Skills</b>
---------------------

**Standard 2: Apply movement concepts and principles to enhance motor skill development.**

Objective 1: Apply personal and general spatial awareness to physical activity.

- a. Identify and move to an open space in a game situation; e.g., move and create an open space to receive a pass, maintain appropriate distance from another player in a passing or guarding situation, pass to a moving teammate.
- b. Play assigned position in a game situation; e.g., safety in football, guard in basketball, shortstop in baseball.

Objective 2\*: Describe and demonstrate the basic steps of manipulative skills.

- a. Describe and perform the correct technique of various types of throws and catches; e.g., overhand pitch, one-handed Frisbee catch, two-handed overhead pass.
- b. Describe and perform the correct technique of various striking skills; e.g., volleyball forearm pass, golf putt, tennis volley.

\*See Appendix A

### **Standard 3: Demonstrate competency in a variety of movement forms.**

Objective 1: Demonstrate combinations of locomotor movements and manipulative skills in games and activities.

- a. Perform combinations of locomotor movements and manipulative skills in games; e.g., remove an opponent's flag in flag football, move into position to strike a tennis ball, catch a fly ball in base soccer.
- b. Perform combinations of locomotor and manipulative skills in activities; e.g., footbag, juggling, double dutch jump roping.

Objective 2\*: Develop specialized skills in a variety of individual and team activities.

- a. Perform various throwing and catching skills; e.g., juggle lummi sticks, pass a baton in a relay, field a ground ball and tag a base.
- b. Perform various striking skills; e.g., foot trap in soccer, goalie block in floor hockey, block in volleyball.

\*See Appendix A

Objective 3: Expand dance skills through a variety of dance experiences.

- a. Perform folk dances and social dances from diverse cultures.
- b. Improvise moving to a variety of accompaniments.

<b>Social and Emotional</b>
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### **Standard 4: Demonstrate respect for self and others through responsible personal and social behavior.**

Objective 1: Demonstrate responsible personal behavior in physical activity settings.

- a. Make responsible decisions about using time, applying rules, and following through with decisions.
- b. Demonstrate the ability to lead and follow.

Objective 2: Demonstrate responsible social behavior in physical activity settings.

- a. Work in a group to accomplish a set goal; e.g., identify key elements that help groups work effectively, perform assigned responsibilities, evaluate effectiveness of group.
- b. Show support for others; e.g., willingly use skills to help others, provide constructive feedback for skill development, encourage participation.

- c. Demonstrate good sportsmanship behavior; e.g., acknowledge others' efforts, honestly report activity results, use appropriate language.
- d. Manage conflict situations.
- e. Demonstrate problem solving; e.g., assign player positions to capitalize on strengths, referee activities, organize a tournament.

Objective 3: Recognize and accept the attributes that individuals with differences can bring to group activities.

- a. Participate in activities with peers of all abilities.
- b. Recognize the role of games, sports, and dance in getting to know and understand others of various backgrounds.

**Standard 5: Understand that physical activity provides opportunities for enjoyment, challenge, and self-expression.**

Objective 1: Indicate how physical activity provides an opportunity for enjoyment and self-expression.

- a. Celebrate personal successes and achievements as well as those of others.
- b. Organize activities that are personally interesting and rewarding.
- c. Explain how physical activity can provide enjoyable social interaction.

Objective 2: Demonstrate appropriate risk-taking.

- a. Willingly participate in new activities.
- b. Persist in activities when unsuccessful in previous attempts.
- c. Differentiate between appropriate and inappropriate risks based on experience and ability.
- d. Seek personally challenging experiences in physical activity.
- e. Identify and express feelings resulting from challenges.

<b>Knowledge</b>
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**Standard 6: Acquire and apply knowledge using a variety of thinking skills in the physical activity setting.**

Objective 1: Modify and apply rules and strategies to physical activity.

- a. Modify activities to accommodate different skill levels, group participation, and specific skill development.
- b. Describe proper etiquette for various physical activities.
- c. Apply strategies to accomplish a specific goal.

Objective 2: Practice safety principles in the activity setting.

- a. Predict safety concerns and practice safety in student-created activities.
- b. Manage potential safety hazards in the activity setting.

Objective 3: Demonstrate a knowledge of movement vocabulary.

- a. Use correct fitness terminology; e.g., aerobic, anaerobic, nutrition.
- b. Use correct movement terminology; e.g., agility, power, flexibility.

Objective 4: Access and utilize information about physical education and dance from a variety of resources, beginning in the library media center.

- a. Identify community opportunities for participation in organized physical activities; dance, team sports, recreational activities.
- b. Present a report on a physical activity of personal interest.

## **APPENDIX A**

### **Manipulative Skills**

#### **UNDERHAND THROW**

##### Preparation:

Body Orientation: Facing target  
Feet: Shoulder width apart  
Knees: Bent slightly  
Hands: Holding ball at waist height with elbows bent  
Eyes: Watching target

##### Action:

1. Straighten throwing arm and swing it down and back past hip in a pendulum motion.
2. Swing throwing arm forward past hip releasing ball toward target.
3. As arm swings forward, step toward target with foot opposite of throwing arm.

#### **OVERHAND THROW**

##### Preparation:

Body Orientation: Nonthrowing shoulder points to target  
Feet: Shoulder width apart  
Knees: Bent slightly  
Hands: Holding ball at waist height with elbows bent  
Eyes: Watching target

##### Action:

1. Take throwing arm back with elbow pointing to the side at shoulder height and hand behind ear.
2. Bring throwing arm forward with elbow coming through first at shoulder height.
3. Step toward target with foot opposite throwing arm while releasing ball toward target.
4. Snap wrist when releasing ball.
5. Follow through with throwing arm moving across body.

## **UNDERHAND CATCH (for catching objects below the waist)**

### Preparation:

Body Orientation: Facing toward oncoming object

Feet: Shoulder width apart, slightly staggered

Knees: Bent slightly

Hands: Reaching toward oncoming object with palms up and elbows bent

Fingers: Spread

Eyes: Watching oncoming object

### Action:

1. Move body in line with the object.
2. Watch oncoming object all the way into the hands.
3. Give with the arms as contact is made with the object.
4. Shift weight back when contact is made with the object.

## **OVERHAND CATCH (for catching objects above the waist)**

### Preparation:

Body Orientation: Facing toward oncoming object

Feet: Shoulder width apart, slightly staggered

Knees: Bent slightly

Hands: Reaching toward oncoming object with elbows bent

Fingers: Spread

Eyes: Watch oncoming object

### Action:

1. Move body in line with the object.
2. Watch oncoming object all the way into the hands.
3. Give with the arms as contact is made with the object.
4. Shift weight back when contact is made with the object.



## **KICKING (beginning)**

### Preparation:

Body Orientation: Stand one step behind the ball

Feet: Shoulder width apart

Knees: Bent slightly

Hands: Relaxed and to the side

Eyes: Watch the ball

### Action:

1. Step behind and to the side of the ball with nonkicking foot.
2. Swing kicking foot forward, contacting the ball with shoe laces.
3. Follow through with kicking leg.

## **KICKING (soccer pass)**

### Preparation:

Body Orientation: Stand one step behind and to the side of the ball

Feet: Shoulder width apart

Knees: Bent slightly

Hands: Relaxed and to the side

Eyes: Watch the ball

### Action:

1. Place non-kicking foot to the side of the ball.
2. Swing kicking leg through, contacting the ball with inside of the foot.
3. Follow through forward with kicking leg toward target.

## **KICKING (punt)**

### Preparation:

Body Orientation: Face toward direction of the kick

Feet: Shoulder width apart

Knees: Bent slightly

Hands: Hold ball at waist height

Eyes: Watch the ball

### Action:

1. Extend arms forward with ball bending at waist.
2. Step forward with nonkicking foot while swinging kicking foot toward the ball.
3. Release ball from hands just prior to contact.
4. Contact ball with the shoe laces of the kicking foot.
5. Follow through with kicking foot to waist height.

## **STRIKING (batting)**

### Preparation:

Body Orientation: Stand sideways to oncoming ball, bat length away from center of home plate

Feet: Shoulder width apart, toes pointing toward home plate

Knees: Bent slightly

Hips: Square to home plate

Hands: Hold bat with hands together, dominant hand above

Head: Turned toward pitcher

Eyes: Watching the ball

### Action:

1. Front foot strides toward the pitcher (shift of weight).
2. Extend arms keeping bat parallel to the ground throughout swing.
3. Watch the ball until contact is made with the bat.
4. Follow through by swinging the bat across the body.

## **STRIKING (basketball dribble)**

### Preparation:

Body Orientation: Facing direction of intended travel

Feet: Shoulder width apart, slightly staggered

Knees: Bent slightly

Hands: Hold ball at waist height

### Action:

1. Push the ball toward the floor with one arm.
2. As ball rebounds, push ball back to the floor with the pads of the fingers while bending wrist.
3. Dribble ball in front and to the side of the body.
4. Keep the ball at waist height or below while avoiding feet.